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ABSTRACT

Because of the Goals 200 Quality Improvement program of the federal government, Head Start agencies are being held more accountable for their employees and the overall operation of their program. To evaluate these more effectively, agencies need an effective employee evaluation instrument. Strategies were implemented in an agency that provides services to over 400 families and children to develop an effective instrument to use in the Head Start setting, one that is related to employees job descriptions. The strategies began with developing questionnaires for use in-house and outside the agency at other Head Start programs. Strengths and weaknesses in the current evaluation system were identified through these questionnaires. A rough draft instrument was developed and evaluated by staff members. A revised draft was then evaluated and approved by five management team members. A first step in developing a personnel evaluation instrument for Head Start programs is to be sure that the existing job description is accurate and appropriate. A second is to refer to existing instruments in the research literature in order to capitalize on the information that is available. Ten appendixes present background materials, including surveys and letters, and the employee evaluation instrument. (Contains 1 table, 4 figures, 1 appendix chart, 7 appendix figures, and 26 references.) (SLD)

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Developing an Effective Performance Evaluation Instrument for Use in a Head Start Setting

by

William M. Bowen

Cohort 67

A Practicum Report Presented to the
Master's Program in Life Span Care Administration
in Partial Fulfillment of the Requirements
for the Degree of Master of Science

NOVA SOUTHEASTERN UNIVERSITY

1995

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AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

October 30, 1995
Date

William M. Brown
Signature of Student

ABSTRACT

Developing an Effective Performance Evaluation Instrument for Use in a Head Start Setting. Bowen, William M., 1995: Practicum Report, NOVA Southeastern University, Master's Program in Life Span Care Administration. DESCRIPTORS: Evaluation Instrument/Head Start/Not-For-Profit Organization/ Management by Objectives/General Performance Evaluation/Performance Standards.

Due to the Federal Government's Goals 2000 Quality Improvement program, many Head Start agencies are now more than ever being held accountable for the employees and the overall production that contributes to the professional day-to-day operation of the program.

Progress cannot be tracked unless there is an effective instrument to evaluate the employee. This practicum agency, like many others, did not have such an instrument.

The author designed and implemented a series of strategies which would offer the user an effective instrument to use in a Head Start setting. The strategies began with developing a series of questionnaires for use both in-house and outside of the agency. The responses to the strategies were positive both from my own Head Start staff and other Head Start agencies. As a result, a new instrument was both devised and tested. Appendices include the new instrument developed, time lines, and survey samples.

Table of Contents

Chapter		Page
I.	Introduction and Background	4
	The setting in which the problem occurred	7
	The student's role in the setting	10
II.	The Problem	12
	Problem statement	12
	Documentation of the problem	13
	Analysis of the problem	15
III.	Goals and Objectives	17
IV.	Solution Strategy	19
	Review of existing programs, models, and approaches	20
	Proposed solution strategy	24
	Calendar plan for implementation activities	30
V.	Action Taken and Results	31
VI.	Conclusions and Recommendations	42
References		
Appendices		
A.	Communication Chart	
B.	Job Description	

C. Planning Calendar

D. Employee Evaluation Survey

E. Survey on Use of Employee Evaluation

F. Purpose of Evaluation

G. Methods of Evaluations

H. Letters Granting Permission to Use

I. Employee Performance Appraisal Instrument

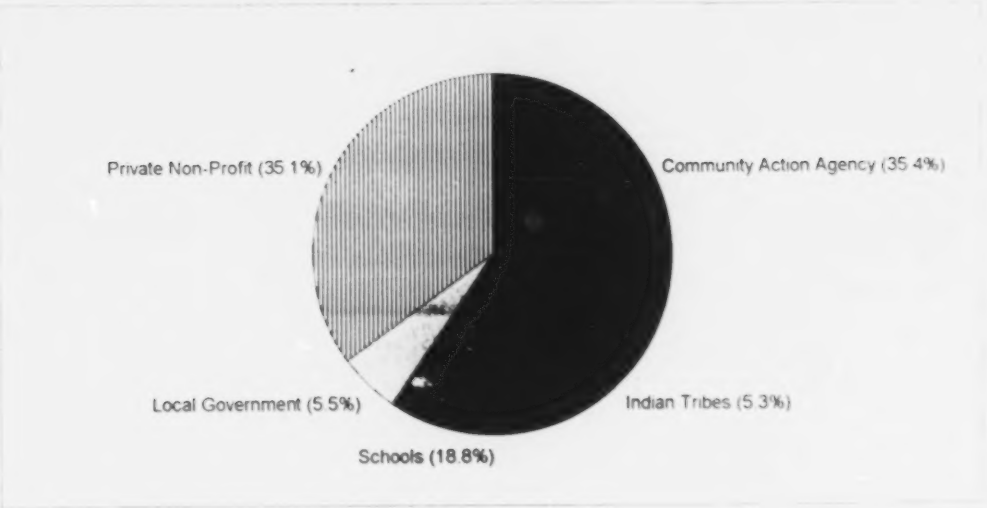
J. Summative and Formative Evaluations

CHAPTER I
INTRODUCTION AND BACKGROUND

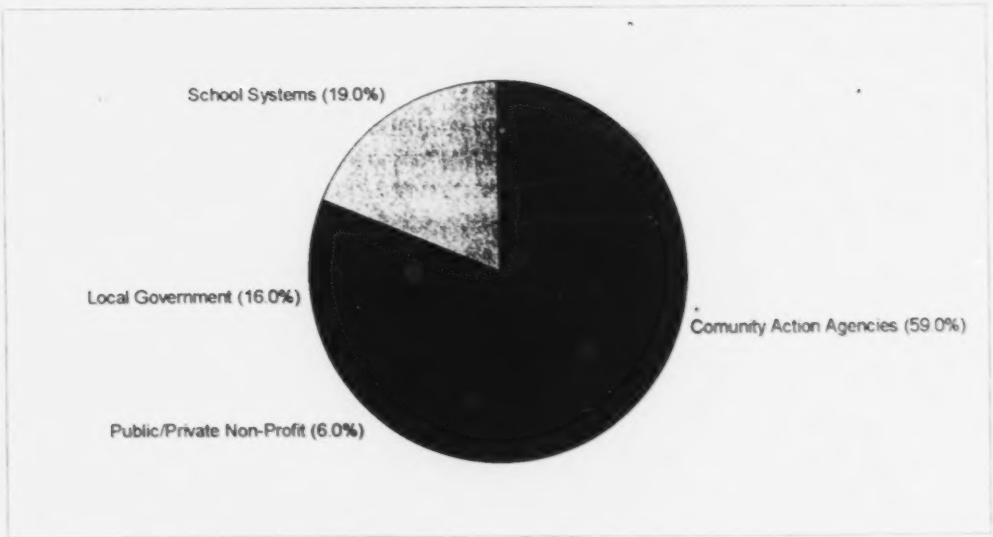
The practicum agency is a not-for-profit agency organized under IRS Code 103C3(e). It is the seventh largest of over fifty federally funded, Head Start grantee/delegate agencies in the state. The agency is one of only a few grantees in the state that is classified in the six percent that are public/private non-profit as compared to a little over thirty-five percent at the national level. (Please refer to Figure 1.1--Programs by Agency Auspice.) This figure shows programs that are sponsored by a variety of community-based agencies. The practicum agency was organized in 1976. Prior to 1976, it was a delegate agency and was under a community action agency for eleven years. The agency has grown since 1965 and has more than quadrupled its enrollment and funding level while going through a name change and complete restructuring of the agency in order to improve the quality of services offered to clients. This reorganization lead to the adoption of a mission statement: "*Our mission is to provide comprehensive services that will improve the quality of life for eligible children and families of the recruitment/service area.*"

The agency now operates on a budget of over two million dollars and offers an intensive, holistic approach in services to over 400 families and children in an early childhood, developmentally appropriate setting. In the twenty classrooms we have an adult ratio of one to seven. Our funding through federal

Figure 1.1 - Programs by Agency Auspice



National Agencies



Practicum State
Includes both grantee and delegate agencies.

and state funds allows us to have a one-to-thirty adult to family ratio in case management. The agency is headed by a fifteen member board of directors which oversees the legal and fiscal responsibilities of the agency and a twenty member parent advisory council which approves or disapproves of actions taken within the agency. These individuals take pride in their Bible belt, rural, coal mining, scenic area in the southwestern corner of this Southern state. The population of the service area for the practicum project is 61,440 according to the 1990 Bureau of Census Data and has been steadily declining. Our average poverty rate is approximately 35 percent. Coal mining accounts for 18 percent of the total labor force, second to retail trade which accounts for 21 percent of the total work force. There are fewer jobs available due to changes in technology. Work once performed by ten men is now done by one machine in the coal mines. Cultural ties are important to the population.

Caucasians account for approximately 98 percent of the population. African Americans account for two percent of the population. Other minorities, including American Indians and Asians, account for .0044 percent of the population. There is no public transportation system in this area. Also, three school systems operate independently one from the other. All three school systems have a solid base for kindergarten and secondary education. The practicum agency services the preschool children in the setting where the problem occurs.

The Setting in Which the Problem Occurred

In describing the setting in which the problem occurred, I will discuss three aspects. First, I will give information about the work setting; secondly, information about the population of employees involved in the problem, and last, I will discuss characteristics with which the reader should familiarize himself. It is critically important to understand the problem in relationship to the work setting.

The work setting is located immediately in the downtown section of the only independent city in this small, rural, coal mining area. Here the central administrative office oversees the operation of a child development program for two counties and the independent city. The office is housed in a two-story building with 24,000 square feet. The downstairs houses a resource library and a meeting room/cafeteria that is also used for training sessions and General Equivalency Diploma (G.E.D.) classes. Half of the downstairs area is shared with a private business. The business and the agency are easily distinguished from each other. The upstairs has over 12,000 square feet of floor space. It houses continuing education classes, offices for all administrative employees, and offices of the upper level management team. The management team supervises the entire program. It is the upper level management team that is the focus population of employees in this project. All of the separate sections are coordinated by the director. It is an ongoing goal that open communication, feedback, and assessment occur regularly.

The reader will gain insight into the positions of the management team by looking at the communications chart. (See Appendix A--Communications Chart.) It should be noted that the positions of focus are comptroller, administrative

secretary, regional family services director, early childhood education specialist, executive secretary and executive director. There are identifiable characteristics of the employees involved that will help the reader better understand the setting.

A major characteristic of the employees was their educational background. The formal educational level ranges from a high school education with some college credits, up to a doctoral degree. Ranging between the two are employees with bachelor's of science and master's of arts degrees. (See Table 2.1--Differentiated Staffing Structure.) The employees range in age from early thirties to early sixties. The average length of service is 7.5 years with the agency, ranging from one to twenty years individually. Communications are good between the employees and "on hands" supervision encouraged by the director. Immediate feedback was always available to each employee.

Employees worked in a close setting and communicated with each other on a daily basis. In addition, the employees held biweekly management meetings. Members of the management team, for planning purposes, served on committees with the board of directors. The committees met monthly.

Committees consisted of a program committee, facilities committee, personnel committee, and executive committee. The practicum agency operated throughout with a Management By Objectives (MBO) method of tracking progress and gathering information for evaluations. Most evaluations involved relatively simple methods of data collection, that is, informal discussions, interviews, use of Management By Objectives forms, and assessments.

TABLE 2.1

**DIFFERENTIATED STAFFING STRUCTURE
FOR MANAGEMENT PERSONNEL
WITH SUGGESTED EDUCATIONAL QUALIFICATIONS**

STAFF ROLE	RELEVANT Ph.D. DEGREE	RELEVANT M.A. DEGREE	RELEVANT BS/BA DEGREE	RELEVANT MA DEGREE	RELEVANT HIGH SCHOOL WITH SOME COLLEGE	RELEVANT HIGH SCHOOL WITH TRAINING
Executive Director			•			
Executive Secretary					•	
Early Childhood Education Specialist	•					
Administrative Director					•	
Comptroller			•			
Regional Family Services Director		•				

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Apart from these methods, the practicum site had specific job descriptions for all of the positions within the agency. A brief overview of all agency positions may be noted by reading Appendix B--Job Descriptions.

The Student's Role in the Setting

The practicum project was undertaken by the agency's Executive Director, who was in charge of the day-to-day operation of the program. He was also a communicator with a fifteen member board of directors and involved community support whenever possible. The Executive Director planned and monitored an efficient system of recruiting, hiring, training, supervising, and evaluating personnel. He further coordinated and supervised the work of senior administrators and the executive secretary. He was responsible for their evaluations on an annual basis, and for helping them set goals that were achievable, and for assessing their progress. Other responsibilities included overseeing preparation of the agency budget, keeping informed of and interpreting all laws, regulations, statutes, rules and policies affecting the agency, conducting staff meetings as needed to interpret changes in board policy or administrative rules, discussing developments, and evaluating trends in education as they pertained to the agency; preparing and submitting grant applications and other documents as required by the board and the grantor, and facilitating, coordinating and integrating all program components into a unified organization. The student had immediacy in relationship to the problem situation and obtaining assistance.

This relationship was strengthened because preliminary work was done for the practicum, both internally and externally. Internally, all employees were briefed and were aware of the project. Information was shared with the personnel and executive committees of the board of directors. The board of directors authorized the Executive Director to develop a tool or an instrument to use in employee evaluations. Previously, a general performance evaluation form was

utilized. Externally, colleagues were made aware of the student's undertaking and indicated a cooperative willingness to participate in collaborative efforts to gather resources if needed. It was critically important that the student retain control and was assisted in making good choices. In this way, autonomy was developed and more responsible decisions were made. The student had control over any changes the practicum introduced by reason of his position. The student also had some background as a problem solver.

As a problem solver, the student had participated in accreditation for two schools by the Southern Association. The student had also been instrumental in helping guide the practicum agency through a major reorganization and name change. The student had worked on self-assessment teams and on-site program reviews. Several problems had been solved over the years: playground safety; transportation system installation; and early childhood, developmentally appropriate curriculum improvements. Learning to be a problem solver was important in developing autonomy, so was the student's position, relationship and control of changes.

CHAPTER 2
THE PROBLEM

In this chapter the practicum problem was defined and described in operational terms. There were three subsections: Problem Statement, Documentation of the Problem, and Analysis of the Problem. The problem statement established the groundwork for this chapter.

Problem Statement

In the following two paragraphs, the problem was presented in terms of what was and what should be. Prior to this report, the practicum agency did not have an assessment instrument by which to evaluate the employees' job performance as it related to their job descriptions. The agency was using a general performance evaluation form for communicating to the employees, as well as the upper level management team, how well they were performing their jobs. There was no correlation between the form used and the employee's job description.

What we should have had was an evaluation instrument, solidly grounded in the job description (one that, most likely, would have included an opportunity for employee self-evaluation). The instrument should have included a section on traits, abilities, performance, growth, and characteristics that are important for employment success. The employees should have been afforded the opportunity to negotiate with their supervisors on items within the evaluation that were reflective of their job descriptions. There should have been a section in the evaluation that would afford the employees an opportunity to discuss areas from the above that needed improvement. There should also have been a way of translating the results

into a training plan through established goals and objectives. Finally, the employees should have been given the opportunity to comment on their evaluation results. As the reader can see, the what should have been as important to the problem as is the documentation of the problem.

Documentation of the Problem

Just as program evaluation is a process of obtaining comprehensive, accurate, descriptive information about a program through direct observation of program practices in an objective and systematic manner (Abbott-Shim, 1990), so the appraisal of employees is obtaining information relating to work habits through practices in an objective and systematic manner. With this in mind, the focus of documentation was on the relationship of good evaluation to effective supervisory management in general. This meant that sound evaluation would be essential to providing employees with useful performance feedback. It would include a good staff development program, including training. Lack of a good evaluation instrument had caused many difficulties in our program. We had violated the six points of appraisals as outlined by the Alexander Hamilton Institute (1994). For example, we had a tendency to judge the individual and not the job. This was causing the work-results to be grossly overlooked. We were also having difficulty in establishing continuity and implementation between goals and standards. They were not coming from the same source. The source should have been the job description and the agency's needs which are outlined in the Head Start Performance Standards. Another difficulty that was a part of not having a good evaluation instrument was accepting responsibility for failures and successes.

Honesty, in the evaluation process, was being overlooked. Disclaimers such as, "He's a good employee! I like him but I don't want to hurt his feelings," were being used instead of critical evaluation about total job performance. Further, there was no consistency across the agency from one component to another. We were faced with sudden changes in judgments and fluctuating ratings of employees based many times on subjective criteria. This was frustrating to both the employee and the supervisor.

Another difficulty for our agency was consistent, formal recording. Getting the paperwork in order was inadequate and a consistent paper trail was often missing.

There was no consistent set of guidelines for evaluation. In other words, we were not able to go by the book since there was no book. Our professionalism was suffering because we had no consistent appraisal instrument by which to go. According to Kostelnik (1989), helping individuals to identify the strategies that they will use to achieve their goals, through feedback on a regular basis, is of primary importance. This portion of our program had not been as effective as it could have been due to the lack of a suitable instrument that could be used to guide us in this direction. We needed to allow for some feedback through critical self-appraisal and evaluation.

There is a truth in the epigram, "It takes two to tango." Prior to this undertaking, we were on a one-way street with the use of our old evaluation form. We had no arrangement for self-appraisal. While the use of self-appraisal as a performance information source was an established practice (Jiing-Lih and Werbel, 1988), self-appraisal should possibly be included to some degree in at least part of

the evaluation instrument. Also, most employees wanted to do a good job, wanted the challenge, and took pride in their work. The employee expected proper direction and should not have been held accountable for misdirection.

Job descriptions are important in a good evaluation process. One of the most popular and institutionalized forms of misdirection is the inadequate, inappropriate, or incorrect job description. Since job descriptions should play an important role in the evaluation process, they should receive aggressive monitoring (Glendening, 1988). We did not have the interaction between the job description and the evaluation process. Our upper level management team, consisting of six employees, was responsible for the productivity and evaluation of eighty-six employees, located at various positions within our communications chart (reference Appendix A-Chart). The job seemed impossible without an appropriate evaluation instrument and a competent, on-site evaluator. Lack of such an instrument contributed to lack of supervisory management.

Analysis of the Problem

Good evaluations and dedicated employees who are serious about improving job performance produce effective workers. Here it must be reiterated that good evaluations can make an effective manager. In this practicum setting there were basically three issues that contributed to the presence of the problem and its persistence. The issues were attitudes, policies, and scarcity of materials.

Attitude-wise our agency seems to have been molded after what Kagan (1990) says, "We live our lives forward but we understand them backward." Our

understanding was backward, inasmuch as we had assumed a lot. This assumption had left us with the impression that the old form was good, and the job it was doing was satisfactory. There was no alarm in the camp and life went on as usual. Someone has said, "If you always do what you always did, you'll always get what you always got." So, our use of the old form continued, not knowing that attitude was the gift wrapping contributing to the packaged problem. Along with attitude, another contribution to the problem was scarcity of materials.

The attitude of assumptions also limited our use of materials. In talking with staff, I noted that employees in this program were not aware of materials pertaining to or information sampling of different types of employee evaluations available. The entire organization assumed that our evaluation form was working. They believed if there were others, we did not need them. The evaluation process was not taken seriously. Performance appraisal is normally thought of as a mechanism to review a person's work and make judgments about their performance from the organization's point of view (Rapp, 1992). This was not the case at our program for two reasons: (1) there was no way of doing this unless there was a relationship between the instrument used and the job description, and (2) the old form did not relate well to the overall performance of the individualized jobs. Effective appraisals should enhance both personal and organizational learning in the full recognition of the person's job values, principles of using information to

enhance performance, and principles of adult learning. This did not occur in a setting such as ours that had a scarcity of materials from which to draw. Lack of policies contributed to documentation of the problem.

While as a Head Start agency we had been in existence for thirty years, there were no written policies, either at the state or national level, to guide us into and out of the process for appraising employees' performance. We certainly, at the local level, had never placed any stock in writing policies to help us in this respect. Restated, the problem included (1) lack of policies concerning evaluations, (2) scarcity of materials, and (3) laissez-faire attitudes. All three were contributing factors when the problem was analyzed. Not having an assessment instrument to evaluate the employees' job performance as it related to the job description was very inefficient and detrimental to employee growth and job performance.

CHAPTER 3
GOALS AND OBJECTIVES

Chapter two establishes three areas of concern relating to the problem. These areas are:

1. No sound evaluation. (This is essential to performance feedback and staff training.)

2. No good evaluation instrument needed to make management effective employee feedback.)
3. No self-appraisal incorporated into the old form used. (This limits employee feedback.)

Growth in these areas of concern was hampered by attitude, scarcity of materials, and no consistent, referential written policies. For this reason, I established a goal of developing an effective performance evaluation instrument for use in a Head Start setting. I accomplished this goal through the following objectives:

Objective 1: "By week three of the implementation period, a minimum of twenty direct service staff completed a survey designed to identify strengths and weaknesses of the current evaluation form. Achievement of the objective is demonstrated by completed survey forms."

Objective 2: "By week five of the implementation period, at least five other Head Start agencies were surveyed as to current evaluative practice. The survey process included at least two parts:

a) A structured interview with one administrator of an agency.
b) The collection of evaluation forms currently in use at each agency.

Achievement of the objective was demonstrated by a written summary of the interview and the collected evaluation forms themselves."

Objective 3: "By week six of the implementation period, five members of the upper level management team were asked to complete a survey

form, designed to solicit their suggestions in the development and use of a new evaluation instrument. Achievement of the objective was demonstrated by completed survey forms."

Objective 4: "By week eight a rough draft development of the performance evaluation instrument was distributed and critiqued by at least five staff members for suggestions and improvements. Achievement of the objective was translated into written summaries."

Objective 5: "By week ten the final evaluation instrument was developed and tested by five management team members. Achievement of the objective was demonstrated by the completed instrument."

These five listed objectives helped me to achieve the goal I established.

CHAPTER IV
SOLUTION STRATEGY

In writing this chapter, one cannot help thinking of faith, which has brought the writer thus far. Boydston (1984) in his writings about John Dewey tells us that, "Faith is tendency toward action." Certainly action has been the result of this chapter as these subsections were discussed:

1. Review of existing models and approaches.
2. Proposed solution strategy.

3. A ten week calendar for implementation activities.

A review of existing models and approaches came from information gathered from professional literature and other resources.

Review of Existing Models and Approaches

In this review I will discuss what I found to be both favorable and unfavorable approaches in relation to developing an effective performance instrument. Several types of evaluations are noted in my studies. Among those researched were essay appraisals, graphic rating scales, management by objectives, and work standard approach. While these were the appraisal methods on which I concentrated, I included these along with other methods in Table 2.2-- Appraisal Methods. Essay appraisals were labeled the simplest of evaluation methods.

Austin (1981) describes essay appraisals as the method in which the supervisor writes a narrative of the employee's work, describing not only the strengths, but also the weaknesses, and potentials for future development. This is probably the same as critical incidents. The use of critical incidents, according to Rapp and Poertner (1992), is the use of anecdotes or sets of behaviors that have been shown to be successful or unsuccessful in the performance of the job. While the evaluation method, via essay, may be honest and informal, it reflects major limitations in terms of variability in content and length. It is also difficult to make comparisons between employees (Austin, 1981). While this may be the simplest to use, it is not the most widely used method.

The graphic rating scale is probably the most widely used method since it can be standardized across a widely divergent worker population (Austin, 1981). In this method, descriptors (such as personal traits like reliability and cooperation

and attributes such as work knowledge and productivity) are listed, and require supervisors to rate the workers according to levels of excellence. This rating, according to Jucius (1951), is the act of estimating the relative worth of employees in order to determine the rewards, privileges, or advantages that should be given or withheld from each one. Similarly, Rapp and Poertner (1992), in reference to behaviorally anchored rating scales (BARS), tell us, "The difficulty with BARS is creating such a system if it doesn't exist" (P 166). Also, since all factors do not have equal weight in all jobs, it is necessary to determine how much importance should be accorded to each one. One simple graphic rating scale might depict areas of consideration being rated as doubtful, satisfactory, good, and outstanding. In addition to this widely used method, there is one that promotes the agency's standards with the employee's input. This is management by objectives.

Objectives are the most fundamental factor in the personnel management issues. All else, in large measure, is dependent upon, or is conditioned by, this factor (Jucius, 1951). In the management by objectives process both the employee and the supervisor work in a joint effort to outline specific goals against which the employee will be evaluated. Rapp and Poertner (1992) offer these critical features which MBO systems include:

- "The goals are consistent with the person's performance-based task analysis.
- The goals are outcome oriented, positive, realistic, and measurable.
- The goals are established with the person.
- A plan is necessary for how a goal is to be attained.
- A periodic review of the progress toward the goal is required.

- Feedback and rewards are necessary for goal attainment." (P 163)

It should be noted that if MBO is not utilized correctly it can destroy effectiveness because some employees may not wish to be evaluated in this manner. A work standards approach may be used.

This method according to Austin (1981):

> "...includes the unit's goals and objectives, which are developed by senior management staff, and the standards, which are defined jointly by workers and supervisors." (P. 212)

If employees' task profiles are developed and the supervisor is an effective manager, then the chances for success are greatly enhanced. Here we will end the discussion of the most relevant used means of evaluating employees' progress.

. In addition to the most relevant used methods which I have discussed (essay appraisal approach, graphic rating scale, management by objectives, and the work standard approach), there are other methods that may require either more time investment or a considerable amount of arbitrary judgments by supervisors. Once again, the reader may reference Table 2.2--Appraisal Methods for an overview of these. However, I feel that two methods need to be mentioned at this time. The two are performance standards and training.

"The importance of staff training cannot be overemphasized" (Rapp and Poertner, 1992). Through training, both the employees' and the agency's goals can be achieved. Through training, workers can achieve or satisfy several of their job values. Knowledge and skills can be gained. This will enable the employee to succeed in the performance of his/her job. On the other hand, misuse of training

can cause failure. It may create agency problems. In order for training to be successful, the organizational contingencies and policies must be in place. Resources must also be available. If training is to be a part of the employee's appraisal, it should be evaluated. This will result in getting more for the training dollar, and will make it possible to improve techniques and methods so that the employee and the agency will receive the benefits. In addition to training, performance standards are also effective as an appraisal method.

If one uses the performance standards, then the performance should be measured and compared to the standard. Once again Rapp and Poertner offer us the basic ingredients for using this method:

- "Using the information system to collect data on critical aspects of performance.
- Formatting the data in ways that enhance the positive use of information.
- Making certain that reports have standards.
- Using reports for giving feedback and reward which enhances learning." (P.166)

If the learning is not enhanced, then the system is not working. Some managers mistakenly believe that a numerical system is an objective system and vice versa. In many cases, quantitative measures of performance are the best and most objective available (Alexander Hamilton Institute, 1994). I have discussed both the favorable and unfavorable aspects of the approaches, described in literature, as they relate to developing an assessment instrument. However, the proposed solution strategy is a very important part of this proposal.

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Proposed Solution Strategy

Proposed solution strategy means that not only is a problem recognized but definite steps are implemented for a solution. In writing the proposed solution strategy, I have discussed details of the proposed strategy, methodology, and monitoring plans. At this point, I was feeling a little insecure, however, I was encouraged by the words of John Dewey who says, "Insecurity is the most marked trait of present life." (Boydston, 1984). Since we all suffer from insecurity, the positive action was to regroup and continue. The discussion of the details of the proposed strategy, as it related to the objectives, was important.

Given my objectives, I offered the following ways, models and/or ideas which pertained to achieving them. To achieve my first objective, which was to critique the old evaluation form presently being used, I solicited structured input from the employees themselves. The Dartnell Corporation's How to Review and Evaluate Employee Performance states:

> "The one person who could shed the most light on the matter has never even been consulted: the individual himself or herself." (P. 141)

Another idea I had was to go beyond the management team to see how other employees perceived the old evaluation form being used. An evaluation survey was designed for this purpose. (See Appendix D--Employee Evaluation Survey.)

The survey was based on the positive side of my professional studies in order to show the weaknesses of the form. A survey of fifteen statements, with a forced-choice answer from which the employees could choose, was utilized.

Choices ranged from agreement with the statement to no opinion on the statement. The survey was designed so that we could reach agreement as to the substandard composition of the old form. For example, How to Review and Evaluate Employee Performance by Dartnell Corporation (1981) notes

> "The superior, the subordinate, or both can overestimate productivity, underestimate it, or--more likely--disagree on productivity." (P. 9)

I prefer agreement about the project so that its value will not be underestimated. To ensure this, I began with the form which was being utilized.

After the results of the survey were tabulated, the outcome criteria showed at least 98 percent of staff were in agreement on the negativity of the old evaluation form. Important objectives were (1) to discover what other agencies use and (2) to solicit their opinions about evaluation methods.

A method of implementation included selecting a number of Head Start programs that operate in a similar manner to this practicum agency. Also, agencies that operate as delegate agencies were used in order to obtain copies of the evaluation forms they presently use. I designed a controlled survey instrument of eight questions with a simple "Yes" or "No" response required. This survey was coded for office use in order to compare the results between grantees versus delegates. A cover letter accompanied each survey as a means of introduction and explanation of the project. (See Appendix E--Survey on Use.) I interviewed one director in detail. I believe that this interview assisted me in getting a more in-depth look at how much an effective performance evaluation instrument was needed. This effective performance evaluation instrument was needed, not only in

this agency, but in others as well. Another important objective was to involve the management team in the development of this instrument.

Lazer and Wikstorm state that:

> "A system, no matter how well designed, is doomed to failure if it is not supported by the people who use it and top management." (P. 44)

With this reasoning, it was vital that I involve management team members in the designing of the new instrument. The technique used to achieve this was to design and distribute a survey form to staff that included choices dealing with the type of evaluation to be used. Additional strategies entailed whether objectives were an effective part of the self-evaluation, whether a self-evaluation was needed in the instrument, and what part the job description played in relationship to the evaluation instrument.

The importance of job descriptions was brought out by Perrault (1988). He notes that employers have no right to expect an employee to perform duties which are not specifically stated in the job description. Without a clear job description and some absolutely clear awareness of what the organization is really about, there can be little success for this or any other position (Conners, 1988). I anticipated that the results of the survey form would show that 100 percent of our staff agreed to the instrument's foundation being based on job descriptions. Another idea was to consult the management team on their opinions about the various methods that can be incorporated into an effective evaluation instrument. (See Appendix F--Survey.) I asked them to rank eleven methods to be used from the most beneficial to the least beneficial. (See Appendix G--Description.) This

- The measure of successful management is greater individual productivity of people coupled with maximum personal growth of people. One without the other eventually cripples any organization, or at least keeps it from realizing its own potential

- The job of defining work, reviewing performance, and charting the future is a dual job, necessitating deep personal involvement from both superior and subordinate." (P. 147-148)

These were the princip' s I was applying as we worked together on critiquing the instrument. By listing what we thought it should be versus what we were actually looking at, I clearly defined areas of improvement. I designed a set of questions to be filled out as we looked at the rough draft form. After the instrument was revised, with staff input, it was tested and assessed by staff members.

A single group, the upper level management team, was the focus of the evaluation. My focal point was this search question: *Did the employees improve their job performances through the use of the new evaluation instrument?*

I planned to use one of the most elementary evaluation methods, the one-group posttest only design. In this design, I provided an intervention by using the new evaluation instrument with the upper level management team. This determined if they had improved. I took the results from the last evaluation and compared an average success rate. Since the employees were not randomly selected, the results were not representative of all employees of this agency.

My hypothesis was that the new instrument would be a more effective tool for evaluating employees and improving job performance than the older form. My part in the project and the involvement of others determined the project's success.

Perreault (1981) brought to light two aspects that fit into my role as a practicum student.

> "Hertzberg points out that these are two distinct components of supervision each of which could lead to job dissatisfaction. The technical component of supervision refers to the job competency of supervisors, and the interpersonal component of supervision refers to the social relationship between supervisor and workers." (P. 46)

In my role as a practicum student, I was able to supply the type of leadership that provided positive attitudes, both in my competency and the relationship with my employees. In my role I was able to exercise greater control over factors that contribute to job satisfaction; therefore, I was more active and helpful to others in assuring that information was shared with all of the employees. I was also in a position to translate what was achieved into narrowly stated objectives, so that it was possible to measure progress and give basis to my own accountability. While there are no big "*I*'s" and little "*u*'s" in the word "success," by the same token, there are no "*I*'s" in the word "team." My role was to see that others were involved in the practicum as needed.

The management team, as already discussed, was involved in critiquing the present instrument used and in the design of the new instrument utilized. A few Head Start Directors were also involved in the practicum. I called upon my colleagues for their opinions and solicited copies of evaluation instruments which

survey, when completed, allowed me to incorporate methods into the evaluation instrument which the employees felt were important. After the form was developed, we critiqued the rough draft of the evaluation instrument. Dartnell (1981) offers some principles of analysis and review that are of interest.

> "There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things.
> --Niccolo Machiavelli, *The Prince*

The principles of performance analysis and review are not difficult to understand.

- People are maximally productive when the work they do is-to them--inherently worth doing. At an ideal level, people work hardest when they would do for free what they now get paid for, if money wasn't an issue!

- People can and will design work worth doing if permitted to and helped to.

- Personal and corporate goals mesh more easily when positions are defined in terms of specific responsibilities, results that measure these responsibilities, performance characteristics required, and special goals and projects that add spice to each job.

- From time to time, it is important for superior and subordinate to take a long hard look at everything that has happened, is happening, and might be made to happen, considering both the work that has to be done and the person doing that work.

they now use. I included the board members and parent policy groups in the practicum so that they would have input into its effectiveness. I believe that a consensus has great strength, so I involved the entire Head Start family. The evaluation of the practicum, as a whole, relied on the degree to which the five objectives were achieved. The agency will proceed to change its performance evaluation system as it relates to the practicum experience.

I monitored the project and made mid-course corrections by using a matrix chart. This allowed me to check off and to track progress on a day-to-day basis. I also consulted with my adviser on major problems that arose. The last part of my solution strategy chapter was the ten week calendar.

Ten Week Calendar

In order to see that these activities were implemented, I devised a form that listed the tasks accomplished in order of their occurrence. In addition, I devised a ten week calendar timeline so that there is a clear indication of the time required for each task. (See Appendix C--Planning Calendar.) Finally, I have provided a comment's section to indicate when the proposed measures were completed.

CHAPTER V
ACTION TAKEN AND RESULTS

In this chapter I will discuss the strategy employed and the outcome measures of each objective and the degree to which they were achieved. Frederick J. E. Woodbridge said of Dewey: "His affirmations impress me as keeping close to a progressive development of a central theme." (Boydston, p. 488) I have attempted to do as much in keeping in line with my planned objectives. There were, however, some deviations from the proposed strategy which I will explain as I discuss the actions and results.

The implementation phase of this report may be best explained by looking at my five objectives as they deal with the Employee Evaluation Survey; Survey on the Use of Employee Evaluation Instrument; Survey in Developing an Instrument; Survey of Method Used in Evaluating Employees; and, finally, the Results of Testing the Instrument. I would like to first address the employee evaluation survey.

Objective 1: "By week three of the implementation period, a minimum of twenty direct service staff completed a survey designed to identify strengths and weakness of the current evaluation form. Achievement of the objective is demonstrated by completed survey forms." In order to accomplish this, I designed eleven statements from research readings pertaining to evaluations. The reader was asked to indicate: agree, strongly agree, disagree, strongly disagree, or no opinion. (See Appendix D--Employee Evaluation Survey.) Office tracking was devised as a part of the survey in order to track particular employee responses as well as

component response. It was thought that this type of information might be helpful in pinpointing disagreements and could serve as point zero in case of conflict. There was a 70 percent return of the 20 surveys distributed. Only 16.8 percent showed any form of agreement as to the stability or suitability of the old form being used compared to 83.2 percent who indicated disagreement or strong disagreement with the old form being used. For example, one statement was "The form allows the employee to offer objective feedback." Twelve of the fourteen returns indicated a strong disagreement with this statement. The agreements were within the education component. There was 100 percent agreement in noting that the old form does not meet the agency's needs and does not allow the employee a voice. One statement which 50 percent of the staff agreed upon was "The evaluation form is easily understood and is self-explanatory." It was noteworthy that there were only 11 "No Opinions" given throughout the whole survey of 154 possibilities. Returns in the survey may be noted by studying Figure 1.2--Returns on Survey. The next phase was to survey other administrators for their views on employee evaluation.

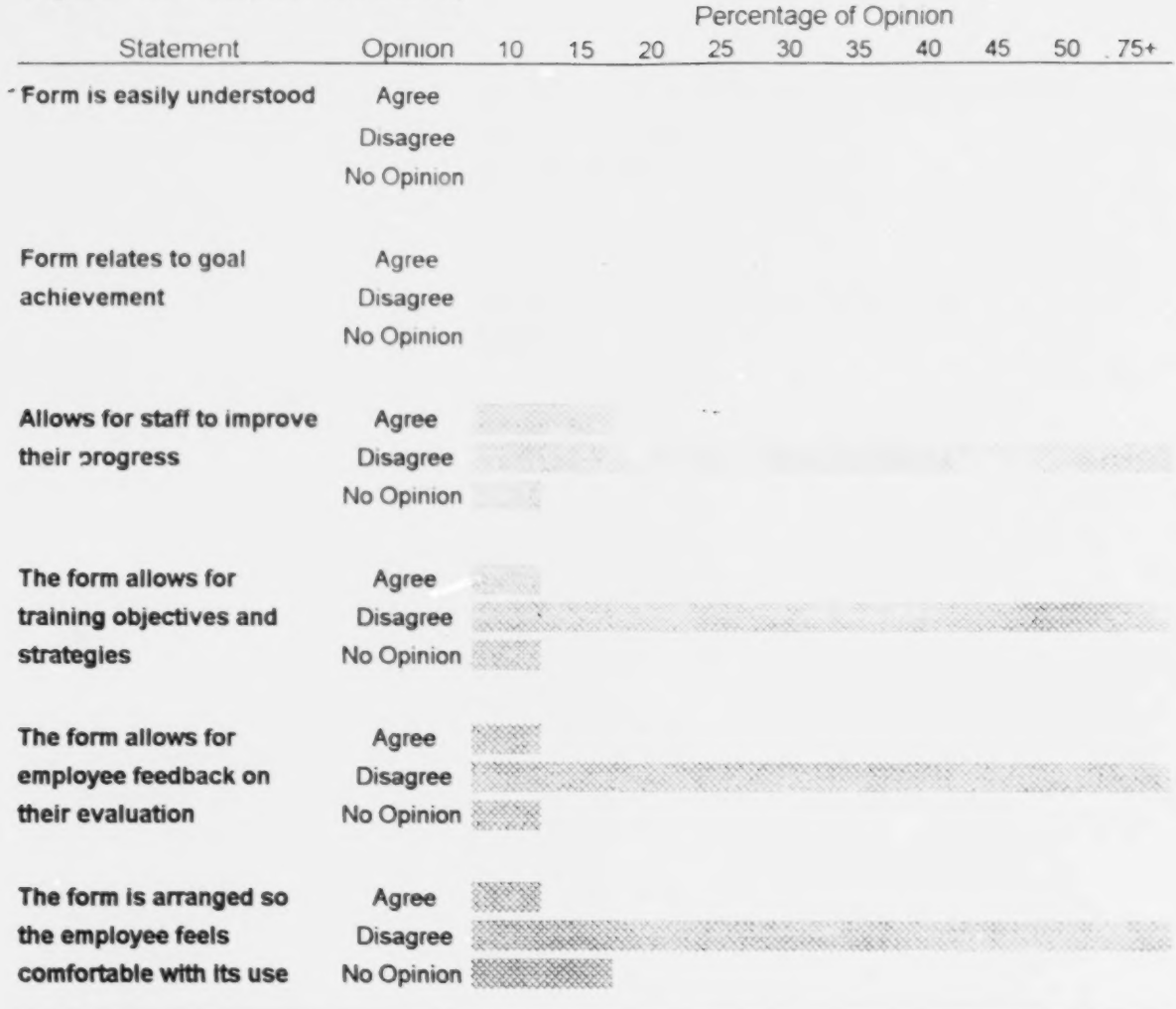
Objective 2: "By week five of the implementation period, at least five other Head Start agencies were surveyed as to current evaluative practice. The survey process included at least two parts:

a) A structured interview with one administrator of an agency.

b) The collection of evaluation forms currently in use at each agency.

Achievement of the objective was demonstrated by a written summary of the interview and the collected evaluation forms themselves." It has been said that "Management by objectives work, if you understand the objectives. Ninety

Figure 1.2 Returns on Survey



Source: William M. Bowen
Nova Southeastern University
Masters Program

Prepared by Shawn T. Hubbard C:\archs\figure 1.2 Microsoft Excel Oldata 391 ml 10/12/95

percent of the time you don't" (Drucker, 1992). This objective seemed very understandable to me. First, I wanted to develop a survey on the use of an employee evaluation instrument. Next, I wanted to survey at least five other Head Start Directors and to have a structured interview with at least one based upon the survey I developed. Thirdly, I wanted to gather samples of evaluation forms being used throughout the state. Developing the questions for the survey was based upon my studies.

I designed eight questions which required a simple "Yes" or "No" answer. (See Appendix E--Survey on Use of Employee Evaluation.) The purpose of this survey was to assess what other Head Start administrators considered appropriate in the relationship between the evaluation instrument and the employee. I designed an "Office Use Only" section for tracking purposes to help identify the responsive agencies as to grantee or delegate agency, type of agency, if the program was operated by a school system or not, and the child enrollment size of the program. I felt this information would help me get a statistical feel for administrators' operations within a certain type of agency and I would better understand their answers to my questions.

Last of all, I asked the Head Start directors or administrators to share with me a copy of the evaluation instrument or instruments which they used. The statistical information gathered from the returned surveys was interesting.

- 60 percent of the returns were from grantees or similar to the practicum agency.
- 80 percent of the Head Start directors showed problems existed with the evaluation forms they were now using.

- 20 percent of the Head Start directors used two different evaluation forms one for probationary and one for the end of the year evaluation
- 40 percent did not use evaluations relating back to the employees' job description
- 20 percent did not allow for exploration of the employees' strengths and weaknesses
- 20 percent did not utilize goal setting with their employees.
- 60 percent did not use evaluations for merit promotions within their agency.

I arranged an interview with an administrator from a program similar to the practicum agency both in operations and number of children served. It was interesting that our concerns relative to the employee evaluation instrument were similar.

The three greatest concerns were that there was no relationship between the evaluation instrument and employee's job description; the agency did not utilize an evaluation instrument that allowed for goal setting and follow up on those goals; and, moreover, the evaluation instrument did not allow for employee feedback and/or opinions. These concerns were similar in twenty percent of the programs surveyed. After learning that problems seemingly existed within other agencies, I wanted to get a feel for how the practicum agency employees felt about an evaluation instrument and their assessment of what it should contain.

Objective 3: "By week six of the implementation period, five members of the upper level management team were asked to complete a survey form, designed to solicit their suggestions in the development and use of a new evaluation

instrument. Achievement of the objective was demonstrated by completed survey forms." For this objective, I designed a simple ten question survey requiring a "Yes" or "No" answer. This contained questions from my studies that would serve to unite the agency employees as to the purpose of employee evaluations.

The results of this survey showed that what I had been studying and what other outside agencies were experiencing was now solidified within the practicum agency. Staff were 100 percent united in all areas of what the content of an evaluation instrument should be except for two. Staff were split on the issue of using an evaluation for merit promotions. While 60 percent of the Head Start directors felt evaluations should not be tied to merit promotions, 57 percent of the practicum staff felt the same way. The other issue was whether or not the evaluation should focus on specific performance measures with employee input (See Appendix F--Purpose of Evaluation.) Only 12 percent of the staff surveyed felt that there should not be specific performance measures with staff input. As a whole, the staff members were in agreement that the three major concerns should be a part of the evaluation instrument and that their input should be acknowledged. After gaining knowledge as to what the staff felt was important in evaluation instruments and their content, I felt that the objective of developing an evaluation instrument needed to be related to the staff in the form of what professional writers, such as Austin, Harris, other writers, along with the Dartnell Corporation, were saying before I could finalize the results into an instrument that would be usable.

In this design, I wanted to show the various methods of appraisals that were available, offer a brief description of each, and allow the employee the

privilege of arranging them in a prioritized order from the most important to the least important. The reader may note the design by studying Appendix G--Methods of Evaluations.

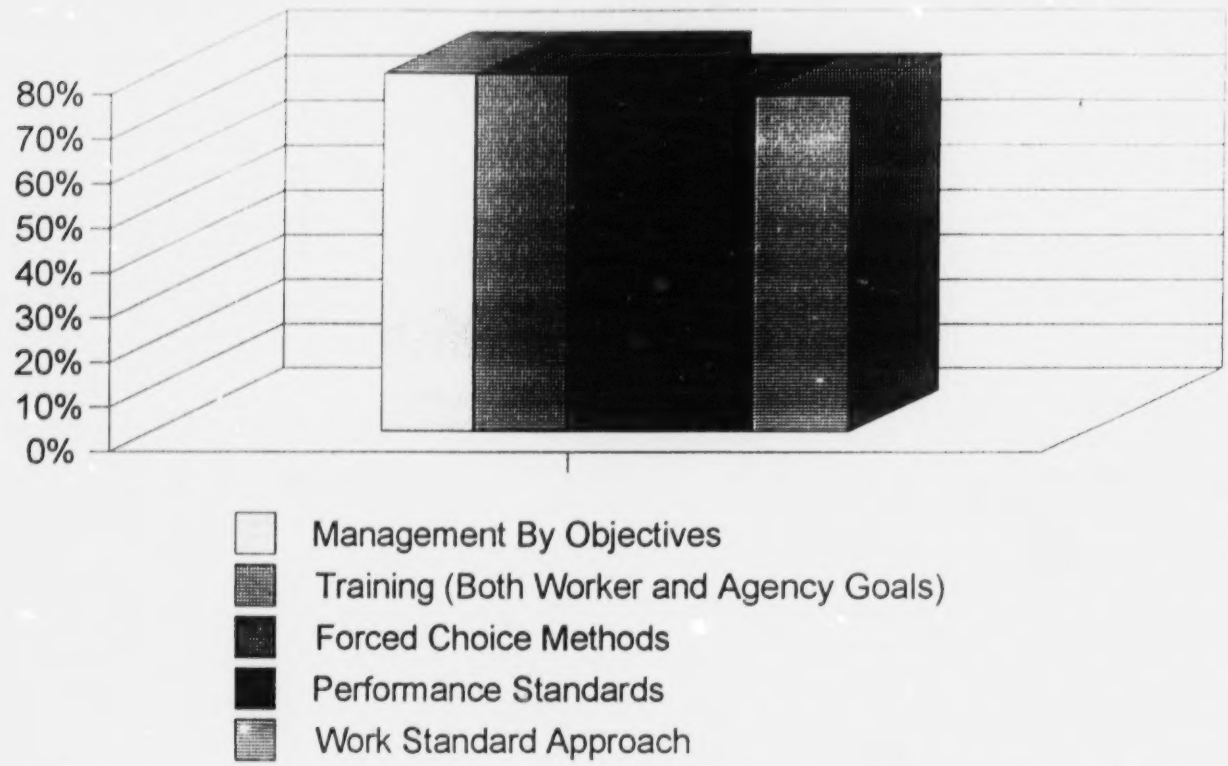
I was able to take the results of this survey and cross reference them with the results of what was taking place outside our agency and within other Head Start programs. (See Appendix E--Survey as referenced earlier in this document.)

For interpretational purposes, I divided the results into high, medium, and low potential use by rating them in numerical order from one to eleven. I then gave the top five a high priority, the next three a medium priority, and the last three a low priority for potential use. It should be noted that the top five represented 45 percent of the appraisal methods presented. It would be these top five that would become my focal point of methods to use in developing an appraisal instrument for employees. (Please see Figure 1.3--Top Five Methods of Appraisal.)

Oddly enough the results of the outside agency survey, the in-house survey, and the management team survey of methods all produced virtually the same results. The bottom line was that a good instrument should relate back to an employee's job description; allow for goals and objectives; relate to performance standards which would be written into the job description; allow for employee input and feedback while, at the same time, accomplishing the agency's goals; and contain characteristics relevant to the employee's success on the job. The results of my surveys were to be clay that was to be placed on the potter's wheel in developing an employee appraisal instrument.

Developing an Effective Performance Instrument

Figure 1.3 Top Five Methods of Appraisal as Surveyed by Practicum Management Team



Objective 4 "By week eight a rough draft development of the performance evaluation instrument was distributed and critiqued by at least five staff members for suggestions and improvements. Achievement of the objective was translated into written summaries." I developed an appraisal instrument divided into four sections that was preceded by instructions pertaining to use, purpose/goals, and procedures. The four sections are worthy of some elaboration

Section A embodies characteristics that are important for employment success. This section might be the graphic rating section (Austin, 1981). I pooled several different appraisal instruments that were forwarded to me by Head Start directors as well as some from my research. I utilized a combination of the two to come up with this section. Where it was necessary to draw from these documents, I obtained written permission. (Please see Appendix H--Letters Granting Permission to Use.) I gathered 13 rating factors that could be adaptable to any employee working in any position within a Head Start agency. These factors included, but were not limited to, attendance, communications, dependability, performance, goals and objectives, and job knowledge skills. Once the factors were in place, I then developed four rating categories with explanations of the categories and placed them on a point system for rating purposes. The categories are listed below:

Rating Categories	**Explanation of Categories**	**Point Assignment**
Outstanding	Far exceeds the normal requirements	3

Good	Meets the normal requirements	2
Fair	Meets the minimum requirements	1
Unsatisfactory	Fails to meet the minimum requirements	0

Each of these categories contained a brief description that would relate back to the rating factors and guide the supervisor and employee in the final agreed upon point assigned. Possible total points for Section A were 39 points. I then proceeded to develop a Section B that was related to the job description.

This section was the all important section that contained the standards and related back directly to the employee's job description. I utilized the same rating categories as Section A but assigned a different amount of points, ranging from six to zero. Prior to the actual getting into the rating, I offered instructions to guide the employee and the supervisor through to the completion of the process. I offered two very important aspects of this section: a degree of importance work area, and the task or goal related to the job description.

The task or goal is to be recorded from the employee's job description. The job description should contain performance standards which may be written into the goal related to the job description area. I allowed room for 15 tasks to be

recorded here with a possible point advantage being set at 90. After the tasks are recorded, I ask that a degree of importance be assigned to each task.

This degree of importance should be the employee's option of rating the task as being high, medium, or low according to their opinion as to how the task relates to their actual workload. Once this is completed, the points should be assigned to each task.

After this section is completed then a performance rating may be established by combining both Sections A and B. This is calculated by dividing the total points scored by the total points possible.

$$\frac{\text{Total Points Scored}}{\text{Total Points Possible}} = \frac{\qquad}{\text{Performance Rate}}\%$$

I have also included a performance rate code, for example:

- 90-100+ - Far exceeds the requirements
- 80-89 - Meets normal requirements
- 70-79 - Meets minimum requirements
- 60-Below - Fails to meet minimum requirements

Once the performance rate is derived, it is placed on the front cover of the instrument. I designed a C Section to complement and follow up on Sections A and B.

Section C is a self-evaluation and training plans/goals' section. This section offers the employees a chance to look at their strengths and weaknesses as noted from the other two sections and to record them, for reinforcement purposes, in

their own handwriting. After this is completed, then the supervisor and the employee design goals, objectives, and strategies based on the findings that have been recorded

The appraisal has a last Section D. This section is simply a summary or feedback section. Here the employees may respond with their own ideas or suggestions relating back to any or all of the previous sections. The instrument has a place for both the employee's and the supervisor's signatures. A complete copy of the Employee Performance Appraisal Instrument may be studied by looking at Appendix I--Employee Performance. Upon completion of the instrument, I asked the employees for feedback and changes.

Rough draft copies were distributed to the upper level senior management team with directives for critiquing and feedback. Several suggestions were offered which resulted in the final instrument. (See Appendix I--Employee Performance Appraisal.) Items that needed correction included typing and spelling errors. The cover sheet was amended to allow space for the reviewer's signature and some information was eliminated which the team felt was irrelevant. The original document did not have an instruction section; this was added. Employees felt the document might be too time consuming. I did a test and included the time allotment of one hour to the instructions. I felt that one hour of quality time in the evaluation process was a small price to pay for a year's work and a weekly

paycheck. Several changes were made in Section A--better clarification was offered in the instructions. The rating categories were revised to include an explanation of that category. Rating factors were changed; some were eliminated while others were added. Some controversy was offered as to the high, medium, and low degree of importance in areas of Section B. Eighty percent of the employees agreed it should be left intact. Another question raised was about the point system. With staff and research, I added the performance rate code which provided a guide for the number of points. The format of Section C was changed and in Section D it was felt that the employee should be given an option of waiting up to five days after the evaluation was completed before they signed the document. All changes recommended by the staff were incorporated into the final document which was now ready to be tested.

Objective 5: "By week ten the final evaluation instrument was developed and tested by five management team members. Achievement of the objective was demonstrated by the completed instrument." In order to test the instrument, I solicited five upper level management team members. I utilized one of the most elementary evaluation methods, the one group posttest only design. My hypothesis going into this testing was that the new instrument would be a more effective tool for evaluating employees than the older form used.

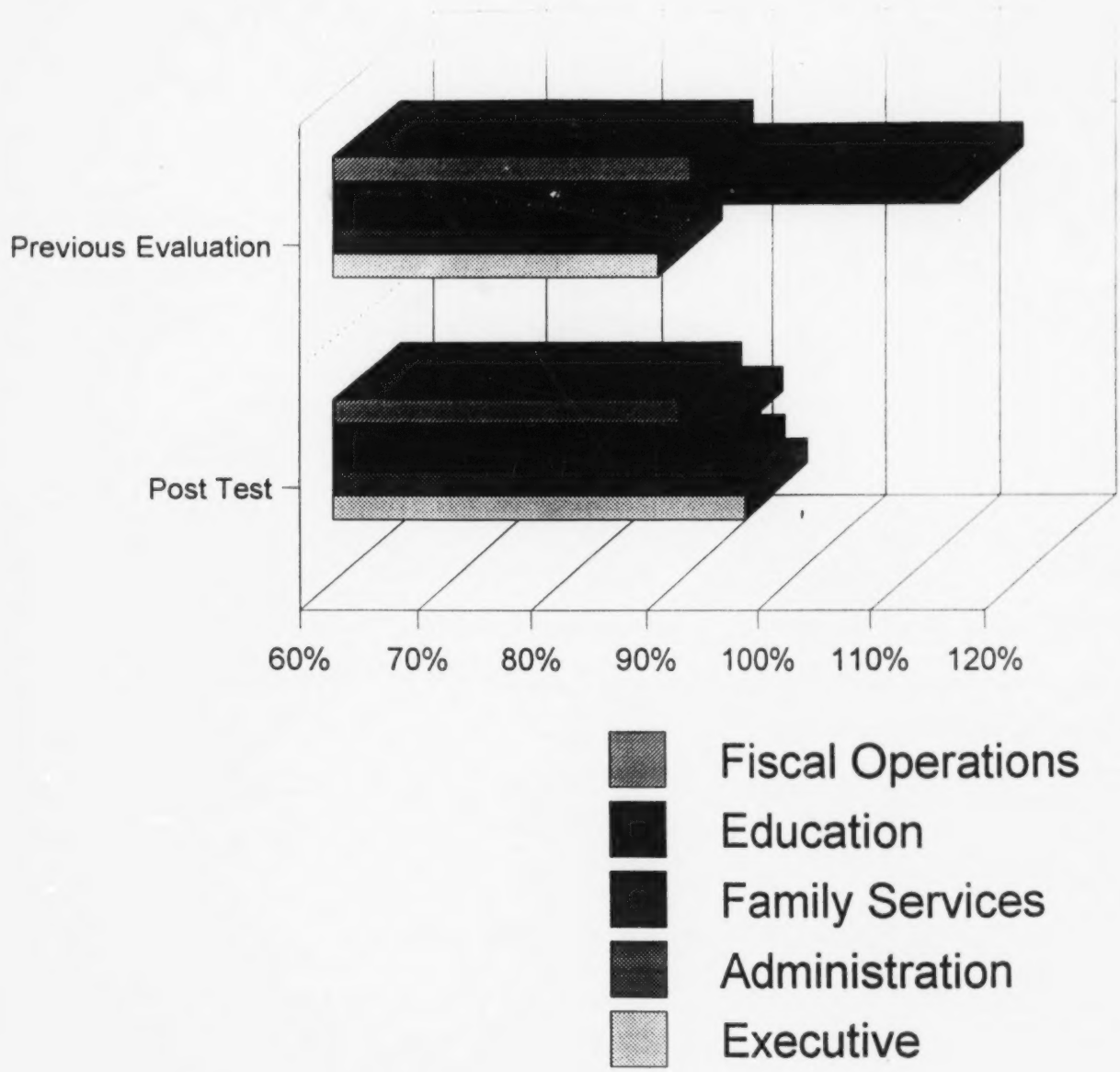
This hypothesis proved to be correct. The five employees tested collectively showed an overall marked improvement by 6.6 percent. Three employees jumped from a "Meets Normal Requirements" rating of 80-89 to a "Far Exceeds Requirements" of 90-100. (See Figure 1.4 Posttest Only Results.) The largest jump was in administration which more than doubled the overall improvement mark of the group collectively. Two employees showed a drop in point system ratings but remained in the "Far Exceeds Requirements" category. One employee was up by 6.9 percent over a previous rating of 85.8 percent, while another employee was up by 7.8 percent over a previous normal rating. Overall, the project was a learning experience for me as will be noted in the conclusions and recommendations' chapter which follows.

CHAPTER VI
CONCLUSIONS AND RECOMMENDATIONS

It was quite surprising to me to see how the outcomes of the objectives all tied together in support of the final appraisal instrument which was developed. The outcomes have lead me to know just how important the evaluation process is to an organization.

The most important of all human resource documents in an organization may very well be the employee performance evaluation (Judge and Ferris, 1993).

Figure 1.4
Post Test Only Results vs. Previous Evaluation



It is with this thought in mind that I begin to discuss the conclusions and recommendations of this practicum project. Like Judge and Ferris, I also realize that rating an employee represents critical decisions that may be key influences on human resource actions and outcomes. As I review the findings of this project, one thought comes to mind. I discovered that over 60 percent of the participants displayed an enhanced level of achievement. The implications are far reaching. I have learned from the positive as well as the negative outcomes of the practicum.

One overall point that sticks in my mind from this project is something Wallace Sayre offered four decades ago. I will sum it up like this--in performance appraisals, most individuals seek performance appraisals as a procedural rule or technique rather than something with purpose or results relating to human ability and worth (McBriarty, 1988). It would seem as though most of the agencies that submitted appraisal instruments for my study either did not really take the employee evaluation process seriously or did not have the appropriate instrument to indicate that it was to be dealt with professionally. On the other hand, I learned that there was a lot of information available on employee appraisals that would be of benefit to any agency or individual that was seriously interested in doing research to improve their current employee appraisal process. I would also like to make some recommendations for anyone who may do future projects.

First, I would suggest that in order to improve on the present product that there should be no assumptions made until professional research is conducted. If there are deficient conditions which contribute to the performance appraisal process, it should not automatically be assumed that the source of the deficiency is the personnel performance itself. The problem may be traced to limited finances,

inappropriate working conditions, or outdated resources (Mallory, 1995). I have talked to other administrators who have assumed that the problem was with the personnel performance itself. Yet, as we talked, it became evident that the resources were outdated and the employee and supervisor were continuing in the evaluation process as though there was nothing amiss. In the research process, I would further suggest that there be an attempt made to understand exactly what evaluation is all about. One should understand the relationship between the summative and the formative personnel evaluation. Mr. Dick Mallory of the Mallory Consultancy, located in Rockville, Maryland, offers a clear and concise picture of the two processes. (See Figure J--Summative.) I would suggest that a person interested in the appraisal process talk to anyone and everyone and gather all the information, at the local level, to form an outline for the beginning of their research. There are also implications for the work setting and others that should be considered.

There was no overwhelming evidence to point toward using the appraisal instrument results as a merit promotion pay incentive among Head Start among Head Start Directors. However, pay for performance has enjoyed an increasing acceptance in the public sector, primarily as tools for promoting better productivity (Perry and Porter, 1982). While I touched on the subject and noted that the results could be used for merit promotion pay raises, I did not make a commitment for various reasons. Head Start is a federally funded program and does not draw from a wide variety of resources. Therefore, monies for pay raises are not readily available regardless of the value placed on the employee appraisal results. In the work setting employees were divided on this. Other implications in the work

setting was timing in the use of the instrument. There were questions raised about using the instrument in early evaluations, such as probationary periods, and using the same instrument at the end of the year for the annual evaluation. There were also questions about the length of the instrument and the time it would take to complete the evaluation. If there are other agencies who are addressing similar problems as the practicum problem, I would offer some advice.

First, make sure that you have a solid job description relating back to the Head Start performance standards. This is necessary if you are to use an appropriate evaluation instrument. Also, be sure that you do not try to "reinvent the wheel." There are lots of good instruments that will show up once you begin your research, as it did for me. Also, it is very important that you reach family agreement early in the ball game in order to avoid frustration and confusion. Now that I have an instrument I have asked myself this question--what plans do I have for further work in this arena.

I plan to refine and adapt the instrument for use throughout our agency for other positions rather than just for senior level management staff. In summary, I do plan to make the instrument an ongoing part of our program's evaluation process.

I further plan to disseminate the practicum results among other professional colleagues. Several Head Start directors have already requested copies of the instrument. I have plans to make presentations to our board of directors, the local Head Start association, and the state Head Start directors. I have already shared the practicum results with local staff. I feel that this practicum project has been an enlightening experience for myself as well as for others.

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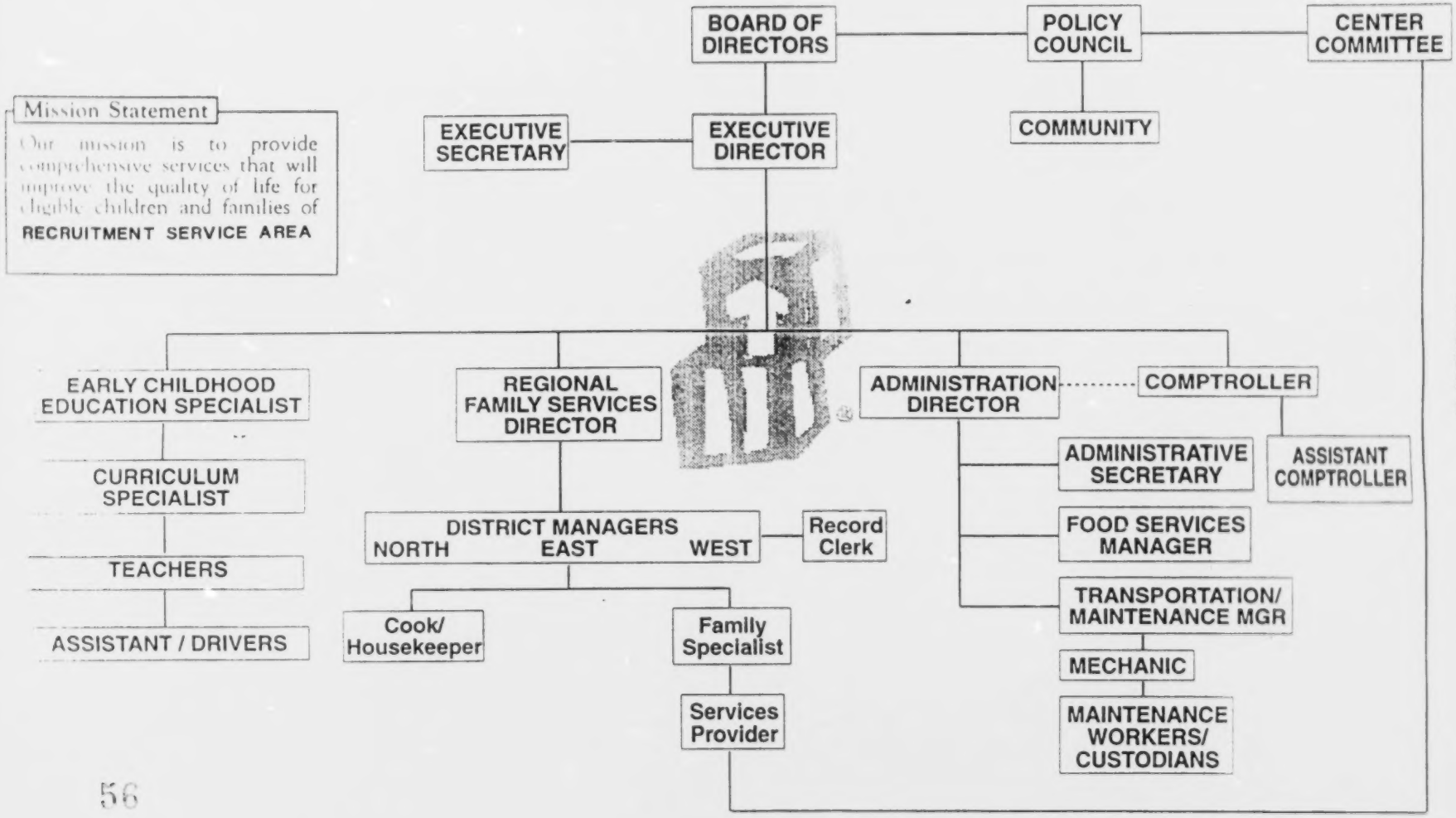
APPENDIX A

COMMUNICATION CHART

COMMUNICATIONS CHART



APPENDIX A

APPENDIX B

JOB DESCRIPTIONS

APPENDIX B

JOB DESCRIPTIONS
REORGANIZATION

COMPTROLLER - Senior officer responsible for developing and maintaining budget and financial records of the agency.

ADMINISTRATION DIRECTOR - Senior officer responsible for maintaining the financial records of the agency in a liaison role with the Comptroller and for directing and maintaining support services: Transportation, Maintenance, and Food Services.

REGIONAL FAMILY SERVICES DIRECTOR - Senior officer responsible for oversight of all program components of the agency.

EARLY CHILDHOOD EDUCATION SPECIALIST - Senior officer responsible for all education development and training activities.

DISTRICT MANAGERS - Officer responsible for the coordination of all program components in a specified geographical region.

TEACHER - Professional responsible for instruction of all enrolled children at a specified site.

ASSISTANT / DRIVER - Person responsible for assisting the teacher with instructional activities and may serve as bus driver as needed.

FAMILY SPECIALIST - Professional responsible for administration of all non-instructional program services including: health, parent involvement, social services, literacy, employment, and substance abuse for a specified geographical area.

CURRICULUM SPECIALIST - Professional responsible for assisting the Early Education Childhood Specialist and for monitoring the performance of teachers and teaching assistants.

SERVICES PROVIDER - Person responsible for serving as family advocate and supplying non-instructional direct services to clients including bus driving.

RECORDS CLERK #1 - Person responsible for maintaining computer records and information for a specified district.

RECORDS CLERK #2 - Person responsible for maintaining computer records and information for a specified district. Responsible for developing and maintaining computer capabilities for the agency.

ADMINISTRATIVE SECRETARY - Person responsible for clerical services to the Administrative Director and the Comptroller.

FOOD SERVICES MANAGER - Person responsible for food services and USDA reimbursement for the agency.

COOK / HOUSEKEEPER - Person responsible for food preparation and housekeeping activities at a specified site.

TRANSPORTATION / MAINTENANCE MANAGER - Person responsible for establishing transportation routes and preparing work orders for vehicle upkeep and supervising maintenance of all agency facilities.

MECHANIC - Person responsible for day to day maintenance of all agency vehicles.

MAINTENANCE WORKER - Person responsible for daily maintenance of buildings in a specified geographical region.

EXECUTIVE SECRETARY - Professional responsible for services to the Executive Director and the Early Childhood Education Specialist. Also acts as office manager.

EXECUTIVE DIRECTOR - Chief Executive Officer of the agency.

LOYALTY

If you work for a man, in Heaven's name, speak well of him and stand by the institution he represents. Remember — an ounce of loyalty is worth a pound of cleverness.

If you must growl, condemn, and eternally find fault, why — resign your position and when you are on the outside, damn to your heart's content — but as long as you are a part of the institution, do not condemn it, if you do, the first high wind that comes along will blow you away, and probably you'll never know why.

ELBERT HUBBARD

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APPENDIX C

PLANNING CALENDAR

APPENDIX C

Developing An Effective Performance Instrument

Calendar of Implementation

Calendar of Implementation
July 1 - September 8

ACCOMPLISHMENTS	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	COMMENTS
1. Offered an introduction of the study proposal and solicit volunteer participation from the management team staff.	July 7										On July 7, 1995 I conducted individual meetings with the staff
2. A survey was developed to identify the strengths and weaknesses of the current evaluation form		July 14									On July 14, 1995 a survey was distributed to the staff along with our current form.
3. Survey forms were distributed, completed, and returned			July 21								On July 21, 1995 all forms were collected as completed
4. Survey forms were collected and results tabulated				July 28							On July 28, 1995 Results were tabulated
5. Surveys were developed and mailed to other Head Start Directors				July 28							By July 28, 1995 five agencies were selected, surveys developed and mailed to solicit their viewpoints and model evaluations which they used.
6. Surveys were collected and results tabulated and made ready for use in the posttest report						Aug 11					By August 11, 1995 results of survey were tabulated and ready to use
7. Survey were completed by the management teams					Aug 4						On August 4, 1995 a survey was developed to solicit staff input as to the contents of the new form to be used.
8. Survey was completed by the management team members							Aug 18				On August 18, 1995 results were tabulated
9. A rough draft of the evaluation instrument was developed and distributed for critiquing.									Sept 1		On Sept 1, 1995 a rough draft of the instrument was developed and distributed to staff members for critiquing
10. The rough draft instrument was re-evaluated based on the critiquing and results carried over into the final draft									Sept 7		On Sept 7 1995 the results were used to update and finalize the new instrument

Prepared by Shawn Hubbard (home computer) Blue Floppy Disk A:\impcastC.docl Oldata 391 ML

Calendar of Implementation

Calendar of Implementation
July 1 - September 8

ACCOMPLISHMENTS	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	COMMENTS
11. The final instrument was ready to use									Sept 14		On Sept 14, 1995 the final instrument was ready to use
12. The new instrument was tested by the management team using the one group posttest only design. The results determined if their job performance had improved										Sept 15	On September 15, 1995 the new instrument was tested for improved job performance

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APPENDIX D

EMPLOYEE EVALUATION SURVEY

Office Use Only	
A 1	A-1
2	A-2
3	A-3
B 4	A-4
5	

EMPLOYEE EVALUATION SURVEY

I am interested in your opinions about the present evaluation form being used.

Directions: Please circle the answer that best represents your opinion on each statement listed below.

A - Agree
SA - Strongly Agree
D - Disagree
SD - Strongly Disagree
N - No Opinion

1.	The evaluation form is easily understood and self-explanatory.	A	SA	D	SD	N
2.	The evaluation form is used for evaluating progress toward achieving goals.	A	SA	D	SD	N
3.	The form is structured to indicate that the evaluation process is to be taken seriously at all levels of the organization.	A	SA	D	SD	N
4.	The form allows staff members to search for ways of improving their progress as it relates to the evaluation results.	A	SA	D	SD	N
5.	The form allows the evaluation findings to be acted upon immediately to strengthen and direct the employee toward the agency's goals.	A	SA	D	SD	N
6.	The form allows staff members to set their own training objectives and strategies	A	SA	D	SD	N
7.	The form allows the employee to offer objective feedback on the effects of their performance.	A	SA	D	SD	N
8.	The form allows for encouragement of staff creativity throughout the evaluation process.	A	SA	D	SD	N
9.	The form allows for problem solving and decisions to be made in a timely and effective manner.	A	SA	D	SD	N
10.	The form is arranged so that the employee feels comfortable with its use.	A	SA	D	SD	N
11.	The form meets the agency's needs and allows the employee a voice.	A	SA	D	SD	N

APPENDIX E

SURVEY ON USE OF EMPLOYEE EVALUATION

For Office Use Only:	☐ X	☐ 1	☐ 1-A
	☐ Y	☐ 2	☐ 2-B
		☐ 3	☐ 1-10
		☐ 4	☐ 010
		☐ 5	☐ 020

SURVEY ON USE OF EMPLOYEE EVALUATION INSTRUMENT

(Please check one block for each question)

1. Do you, as a supervisor, use an employee evaluation form in order to assess the employee's progress at the end of the probationary period?

   ☐ Yes ☐ No

2. Do you, as a supervisor, use an employee evaluation form in order to assess the employee's progress at the end of the year?

   ☐ Yes ☐ No

3. Is the end of the year evaluation form and the probationary period evaluation form the same?

   ☐ Yes ☐ No

4. Does the evaluation form you use relate to the task on the employee's job description?

   ☐ Yes ☐ No

5. Does the evaluation form allow for employee's strengths and weaknesses to be explored or discussed?

   ☐ Yes ☐ No

6. Does the evaluation form allow for goal setting and follow up on those goals?

   ☐ Yes ☐ No

7. Does your evaluation form allow for the employee to offer feedback and offer their opinions?

   ☐ Yes ☐ No

8. Is the evaluation used as a means of merit promotion by raises?

   ☐ Yes ☐ No

Thank you for taking time to complete this survey. Please place it in the SASE along with a copy of the evaluation form used.

HMG:MWORD:SURVEYBB

APPENDIX F

PURPOSE OF EVALUATION

Office Use	
\	1
	2
	3

PURPOSE OF EVALUATION

SURVEY

Please take a minute to answer the following ten questions by checking the *Yes* or *No* answer box. The results will be used in developing an evaluation instrument.

1. Is prior knowledge of the evaluation criteria important to you.

   ☐ Yes ☐ No

2. Do you prefer that the evaluation not be based on personality traits.

   ☐ Yes ☐ No

3. Should the evaluation instrument focus on problem solving and goal setting with high employee involvement.

   ☐ Yes ☐ No

4. Should the evaluation focus on specific performance measures with employee input.

   ☐ Yes ☐ No

5. Should you be provided with specific feedback, both positive and negative, toward work performance in the appraisal.

   ☐ Yes ☐ No

6. Would use of performance standards relating to your job description be more helpful in improving your performance.

   ☐ Yes ☐ No

7. Should pay increase and/or promotions tie in with the evaluation.

   ☐ Yes ☐ No

8. Should there be means for a supervisor to take action when the performance of an employee is poor.

   ☐ Yes ☐ No

9. Should the performance appraisal system help an employee to understand their weakness.

   ☐ Yes ☐ No

10. Should the instrument help an employee establish a plan for training and development.

    ☐ Yes ☐ No

HMG MWORD:EVSURVEY

APPENDIX G

METHODS OF EVALUATIONS

APPENDIX G

METHOD OF EVALUATION

DIRECTIONS: Please prioritize from one (1) to eleven (11) with one (1) being your first choice or priority and eleven (11) being your last choice or priority. Place the appropriate number on the line at the left.

METHOD USED	DESCRIPTION
____ Essay Appraisal Approach	Supervisor writes a narrative description of the employee's strengths, weaknesses, and potential.
____ Graphic Rating Scale	Supervisor rates the employee on written description of both the quality and quantity of work according to various levels of excellence.
____ Management by Objectives	Supervisor and employee work together to identify goals against which the employee will be evaluated.
____Work Standard Approach	Senior management develops goals and objectives and the standards are developed jointly by the supervisors and the employees.
____ Field Review	Several independent raters assess the job of employee on a daily basis. Involves ranking employees from best worker to worst worker.
____ Behaviorally Anchored Rating Scales (BARS)	Supervisor uses sets of scales, with one scale for each job dimension or task.
____ Critical Incidents	The use of anecdotes or sets of behaviors which have been shown to be successful or unsuccessful in the job.
____Performance Standards	The supervisor measures the performance and compares it to a standard.
____ Training	Supervisor works with the employee to achieve both worker and agency goals.
____ Merit Training	Employee's privileges depend upon merit ratings relating to counseling, training, compensation, and handling grievances and disciplinary matters.
____ Forced-Choice Method	The supervisor chooses from a group of statements the one that is the most and the least descriptive about the employee.

HMG:MWORD:EVMETH

APPENDIX H

LETTERS GRANTING PERMISSION TO USE

A.R.C.H.S.
APPALACHIAN REGIONAL COMMUNITY HEAD START, INC.
ARCHS INC.
P. O. BOX 661
736 PARK AVENUE
NORTON, VIRGINIA 24273
TEL (703) 679-0518 • FAX (703) 679-7533
TOLL FREE 1-800-286-8106 • 1-800-286-8107

April 11, 1995

APR.

The Dartnell Corporation
4660 Ravenswood Avenue
Chicago, IL 60640-4595

Dear Sirs:

I am working on a practicum in my master's degree program and would like to obtain your permission to use parts of How to Review and Evaluate Employee Performance (A Dartnell Management Guide) in writing my final report.

Your prompt response to this request will be greatly appreciated. Please reply to:

William M. Bowen
P.O. Box 661
Norton, VA 24273

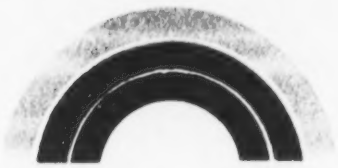
Sincerely,

Bill Bowen
Executive Director

BB:hmg

Ask About Our 89¢ An Hour Quality Day Care!

APPENDIX H



Higher Horizons Day Care Center, Inc.

FAMILY & EARLY CHILDHOOD PROGRAM
5920 SUMMERS LANE
BAILEY'S CROSSROADS, VA 22041
(703) 820-2457
FAX (703) 820-1578

HEAD START PARENT & CHILD CENTER
5827 COLUMBIA PIKE, SUITE 315
FALLS CHURCH, VA 22041
(703) 671-6555
FAX (703) 671-9672

August 30, 1995

Mr. Bill Bowen, Director
ARCHES, Inc.
PO Box 661
Norton, VA 24273

Dear Mr. Bowen:

This letter is to confirm that I have provided you with a copy of the Fairfax County Government Employee Performance Evaluation (Revised 7-90). This instrument is utilized by Higher Horizons Head Start in conducting probationary and annual evaluations of employees.

Please feel free to utilize parts of this instrument as may be needed.

Sincerely,

Maryann Cornish
Head Start Director

MAC:ks

WSOS community action commission, inc.

P.O. Box 590
109 South Front Street
Fremont, Ohio 43420

30 YEARS
OF SERVICE

Phone: (419) 334-8911
Toll Free: (800) 775-9767
Fax: (419) 334-8919

DON STRICKER
President/Chief Executive Officer

NEIL McCABE
Board Chairperson

August 31, 1995

Mr. Bill Bowen
P.O. Box 661
Norton, VA 24273

Dear Mr. Bowen:

Enclosed is a copy of the Employee Performance Appraisal we discussed on the phone earlier this week. You have permission to use this form in your research project as you pursue your Masters Degree Program.

If you think of other documents we might provide, feel free to contact me. Best wishes in your endeavors.

Sincerely,

A. Fredericka Larsen

A. Fredericka Larsen, Director
Child Development Programs

Enclosure

WSOS PROVIDES
HEAD START PROGRAMS, SERVICES FOR SENIOR CITIZENS, HOUSING AND ENERGY PROGRAMS, FOOD SERVICES, OUTREACH SERVICES, ECONOMIC AND COMMUNITY DEVELOPMENT, EMPLOYMENT AND TRAINING PROGRAMS AND ENVIROMENTAL PROGRAMS.

APPENDIX I

EMPLOYEE PERFORMANCE APPRAISAL INSTRUMENT

EMPLOYEE PERFORMANCE APPRAISAL

Type of Appraisal (check one):

( ) Probationary ( ) Special ( ) Annual

Employee Name _____
Last First Middle Initial

Social Security No. _____

Work Location _____ Position _____

Starting Date with Agency _____

Performance Rating

Supervisor's Signature _____

Date _____

Employee's Signature _____

Date _____

Reviewer's Signature _____

Date _____

Instructions — Read Before Using Form

All Managers or Supervisors using this appraisal instrument should be familiar with and should read your local personnel policy book dealing with Employee Performance Evaluations. Should you have questions, please contact your Chief Executive Officer or Agency Director.

Use

This appraisal instrument applies to regular full-time and regular part-time employees.

Purpose / Goals

The performance evaluation will be conducted as a part of an on-going process of communication between the employee and his/her supervisor. The evaluation should clarify job duties and responsibilities; provide a record of performance; promote and strengthen understanding between employee and the supervisor; emphasize the employee's strengths and ways to utilize them fully; and identify areas in need of improvement and objectives to accomplish necessary changes in performance.

Procedures

In order to accomplish these goals, the following procedures have been determined in using this assessment.

1. The immediate supervisor will evaluate employees under his/her supervision. This evaluation will then be reviewed and endorsed by the next higher supervisor. Evaluations will be in accordance with the standard evaluation form provided on the following pages.

2. Performance evaluation will be conducted as needed. Evaluations must be made at the end of the first six (6) months of employment and annually thereafter. Supervisors will also establish a procedure for on-going feedback/communication with the employees they supervise.

3. This evaluation will be discussed with the employee. The employee should receive a copy of this instrument two weeks in advance of its use. Continuous poor performance evaluations can be used as a basis for disciplinary action or dismissal.

4. Please allow one hour of quality time in completing this instrument.

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Section A

Characteristics that are important for employment success.

Instructions: Section A: Listed in this section are a number of traits, abilities and characteristics that are important for employment success. Carefully evaluate each quality separately. The Supervisor is encouraged to use antidote notes for this section. Place an "X" mark on the line over the descriptive phrase which most nearly describes the person being rated. If the employee rates between two rating factors, an "X+" mark may be used. "X+" on any factor will be counted as an additional half-point. The total points earned in Section A should be totaled and entered in the box at the bottom of Page 3. This will be used in arriving at a percentile score when collaborated with Section B.

Rating Categories

	Far exceeds normal requirements	Meets normal requirements	Meets minimum requirements	Fails to meet minimum requirements
Rating Factors	**Outstanding (3)**	**Good (2)**	**Fair (1)**	**Unsatisfactory (0)**
Attendance: Consider frequency and nature of tardiness or absences. Consider arrival and departure time from work site.	Consistently exceeds agency attendance standards. Coordinates all absences to minimize impact on the job and on others. Always punctual.	Consistently meets agency attendance standards. Submits leave requests well in advance. Seldom is late or misses work without making advance arrangements. Rarely tardy or absent.	Generally meets agency attendance standards. Takes only authorized breaks. Notifies supervisor at or before beginning of workday or shift in case of unscheduled absence. Accetable number of days missed.	Frequently arrives late, misses work without making advance arrangements, takes excessive breaks, and/or otherwise is absent from work station without authorization.
Adaptability: Consider ability to change and accept new procedures, methods, policies, disappointments.	Adapts rapidly, turns disappointments to advantages.	Flexible, adapts well.	Acceptable.	Slow to adapt, finds it difficult to accept disappointments.
Communication Skills: Consider how effectively the employee communicates job related matters in writing and in orally speaking with fellow employees and clients.	Makes clear, logical written presentations on complex, job-related ideas, often including matters with broad or long-range implications. Written work rarely requires change in style or content.	Writes clearly on complex job-related matters using appropriate vocabulary, style and correct grammar. Written work seldom requires major revision.	Writes understandably on job-related matters using a level of vocabulary and style adequate for the job. May require routine editing or revision by seniors.	Does not express ideas in writing well enough to be consistently understood. Often copies information incorrectly.
	Job-related ideas are consistently presented clearly and logically. Effectively communicates complex job-related issues.	Expresses self understandably on job-related matters using vocabulary and grammar appropriate to the issue and the position.	Generally expresses self accurately and understandably on job-related matters.	Fails to make self understood or communicates erroneous information on job-related matters.
Dependability: Consider the degree to which work is completed in a timely fashion without the need for close supervision.	Exceptionally reliable, completes work on or ahead of schedule.	Little follow-up is needed, work is completed on time.	Requires follow-up to complete work on time.	Requires frequent follow-up to complete work assigned.
Initiative: Consider the degree to which work is completed in a timely fashion without the need for close supervision.	Seeks and accepts responsibility. Consistently applies initiative and ingenuity to assigned tasks with a minimum of supervision.	Readily accepts responsibility for own work. Shows initiative in following instructions and requires little supervision.	Generally accepts responsibility for own work. Accomplishes tasks but may require occasional close supervision.	Accepts little or no responsibility for accomplishing the job. Requires constant close supervision.

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Rating Factors	Far exceeds normal requirements **Outstanding (3)**	Meets normal requirements **Good (2)**	Meets minimum requirements **Fair (1)**	Fails to meet minimum requirements **Unsatisfactory (0)**
Organization: Consider planning materials and work area.	[illegible]	Often exceeds quantity standards for the job with no significant deterioration of quality.	Meets agency quantity standards for the job with no significant deterioration of quality.	Consistently produces less than the minimum amount required.
Realtionship with Fellow Employees and the Public: Consider the ability of the employee to get along with other employees and the public.	Consistently cooperates with others; usually sensitive and works for fairness and equality of opportunity in the job setting.	Works well cooperating with others, with only infrequent and minor instances of avoidable conflict on the job.	Usually works cooperatively with others, but occasionally may become involved in avoidable instances of personal conflict on the job.	Does not work cooperatively with fellow employees. May be quarrelsome or disruptive, or may harass or discriminate against others.
Willingness to Accept Supervision: Consider the employee's response to instructions from the supervisor.	Is willing to carry out supervisor's decisions even when not in total agreement, is willing to see the overall impact of the Agency.	Generally accepts and carries out supervisor's decision.	Acceptable, makes effort.	Is willing to carry out supervisor's decisions only when in total agreement.
Performance: Consider to what extent does this supervisor set appropriate standards of performance, create in subordinates a desire to accomplish assigned tasks effectively, counsel employees on work, and evaluate the performance of subordinates accurately and impartially?	Consistently emphasizes performance management in all phases of supervision. Motivates subordinates to perform at capacity and frequently obtains marked improvement in performance by subordinates. Appraisals rarely are overturned on appeal.	Has accurate job descriptions and objective performance standards for practically all positions supervised. Counsels employees on performance frequently, motivates effectively and appreciates performance objectively.	Has accurate position descriptions and has or is developing performance standards for most positions supervised. Informs subordinates as to what is expected of them and motivates them to perform to standards.	May not have current position descriptions or performance standards for positions supervised. Motivates and counsels ineffectively. Evaluates arbitrarily. Appeals, if any, are likely to be won by grievants.
Goals and Objectives: Consider how effectively does this supervisor set goals and objectives for the unity which will contribute to accomplishing the goals of the larger organization, plan work and organize both tasks and subordinate employees to accomplish goals?	Coordinates goals and objectives with others to facilitate accomplishing those of parent unit. Plans thoroughly and effectively, regularly reassessing plans and goals to improve unit performance.	Consistently establishes clear objectives for all principal functions. Plans work thoroughly and assigns tasks in a logical manner related to plans and goals.	Usually sets meaningful, practical objectives and plans adequately for achievement of unit goals. Assigns tasks on the basis of plan.	Does not set achievable objectives which contribute to accomplishment of organizational goals. Work plans are illogical or incomplete. Tasks are not assigned in a consistent or logical manner.
Training and Development: Consider how well does this supervisor identify training and development needs of subordinates, develop or conduct training programs or otherwise encourage and help subordinates to improve job-related skills?	Consistently emphasizes training in job-related skills. Counsels employees on personal development and encourages them to set career goals and take advantage of opportunities.	Assures that subordinates are fully trained in skills of present job. Identifies group and individual training needs. Takes advantage of formal and informal training opportunities.	Usually provides subordinates training needed to meet performance standards for present job and some developmental training.	Shows little interest in training subordinates. Rarely permits or encourages subordinates to attend formal training courses.
Job Knowledge and Skills: Consider to what extent does this employee seek to increase job knowledge and job-related skills?	On own initiative improves job knowledge and skills beyond those required. Actively seeks learning opportunities.	Identifies own shortcomings and raises knowledge and skills to required level with a minimum of prompting.	Raises job knowledge and skills to job requirements when shortcomings are pointed out by supervisor.	Makes little or no effort to increase job knowledge and skills, even when shortcomings are pointed out by supervisor.
				Total Points

Performance Rate Code

Far exceeds requirements: 90 - 100+

Meets normal requirements: 80 - 89

Meets minimum requirements: 70 - 79

Fails to meet minimum requirements: 60 - Below

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Section B

Related job description standards.
These tasks or goals are taken from the employee's job description

Instructions: The six points of instruction for Section B are: 1. Write each duty listed on the job description in the second column of this instrument in Section B. 2. Enter the letter H, M, or L (high, medium or low) in the degree of importance column on the left hand side of page, to designate the degree of importance as agreed upon by the supervisor and the employee relating to each duty listed on the job description. 3. Enter the highest score possible in the third column labeled points possible. The highest score possible is 6 for each task. You will place a 6 in each box. 4. Rate the performance of the individual for each task by marking an "X" in the appropriate column. Outstanding, Good, Fair, Unsatisfactory. 5. Enter your performance score for each task according to the rating factor given (6, 4, 2, or 0). Entry should be placed in the last column, Performance Points. 6. Total the points for the columns marked "Points Possible" and "Performance Points." Complete the calculation of percentage at the end of part B.

Position: _____

		[ ]	Far exceeds normal requirements	Meets normal requirements	Meets minimum requirements	Fails to meet minimum requirements	[ ]
Degree of Importance	TASK OR GOAL RELATED TO JOB DESCRIPTION	Points Possible	Out standing	Good	Fair	Unsatis factory	Performance Points
			6	4	2	0	

Total Points Possible [ ] **Total Points Scored** [ ]

Total Possible in Section A _____ Total Score from Section A _____ (A+B) Total Points Possible _____ (A+B) Total Points Scored _____

Total Possible in Section B _____ Total Score from Section B _____ Total points scored: _____ = _____ % Total points possible Performance Rate

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Section C

Self-Evaluation, Training Plan and Goals

Purpose: This section allows for the identification of specific areas in need of improvement as derived from Sections A and B.

- My strengths for the position for which I am employed are:
  (Strengths may be a consideration for merit promotion/pay increase in accordance with agency policy)

- Areas which I need to improve are:

- Management Objectives:

  This area of Section C is accompanied by a separate Goals Section. The goal should be established by the supervisor and the employee in agreement together.

  The objectives and strategies should be a mutual co-operative effort also. The actions to be taken and the planned completion DATES should be left up to the employee.

Management by Objectives

Goal: _____

_____

_____

Objective	Strategies	Actions To Be Taken	Planned Completion Date

Goal: _____

_____

_____

Objective	Strategies	Actions To Be Taken	Planned Completion Date

- Date of follow-up interview with my supervisor: _____

Section D

Feedback or Comment Section

Purpose: This section is to allow the employee to respond with their own ideas or suggestions to the appraisals of the sections A, B, and C. Based on an overview of this evaluation, please feel free to offer feedback or comments.

Section A: _____

_____

_____

_____

_____

_____

Section B: _____

_____

_____

_____

_____

_____

Section C: _____

_____

_____

_____

_____

_____

Your signature indicates only that this appraisal has been completed and discussed with you. You may sign at the time of evaluation completion or you may choose to take an additional five days before you sign.

_____
Signature of Employee

_____
Signature of Supervisor

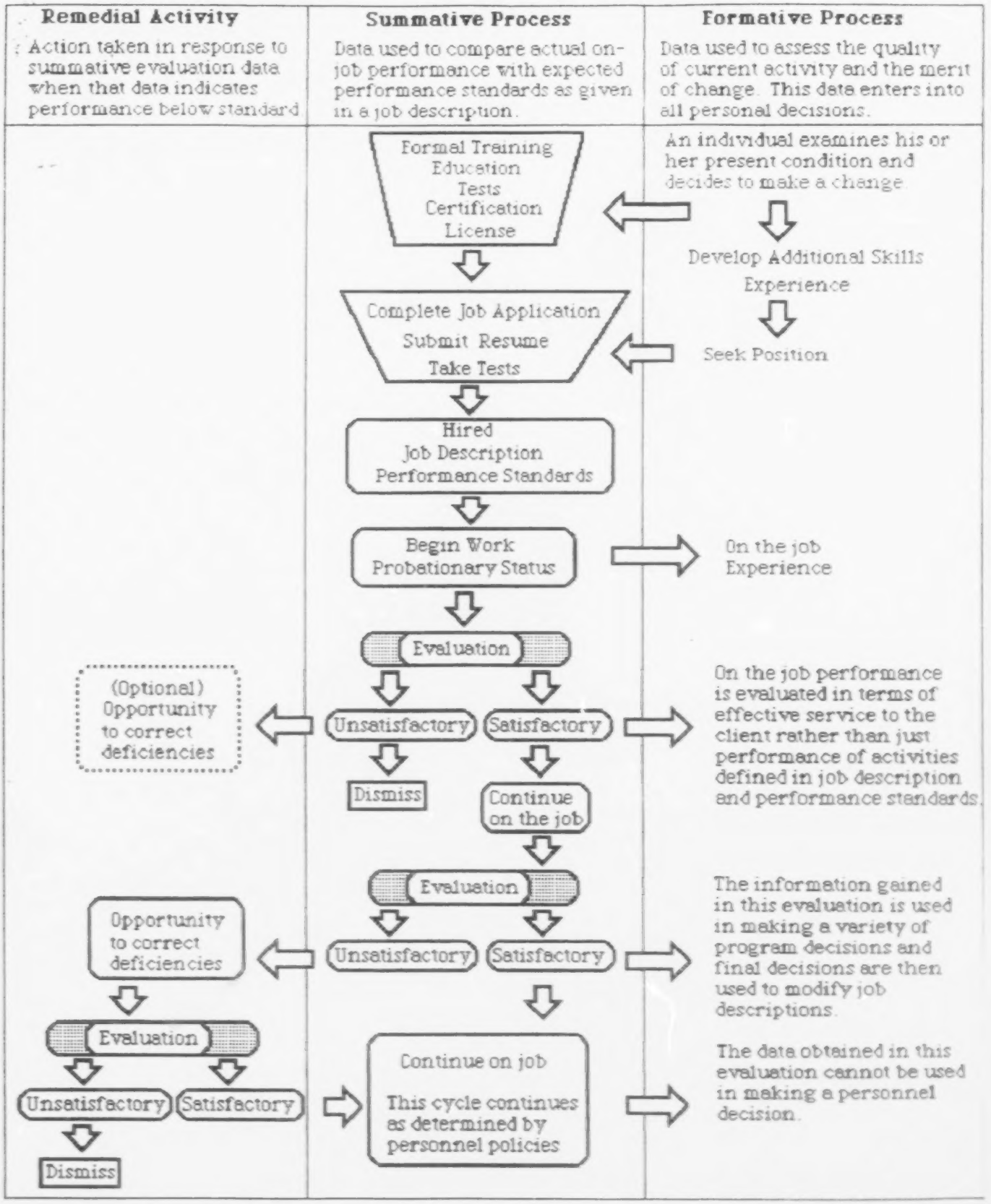
_____
Date

Developed By William M. Bowen, Nova Southeastern University Masters Program in Life Span Care Administration, 1995

APPENDIX J

SUMMATIVE AND FORMATIVE EVALUATIONS

Summative - Formative Relationships


Remedial Activity
Action taken in response to summative evaluation data when that data indicates performance below standard
Summative Process
Data used to compare actual on-job performance with expected performance standards as given in a job description.
Formative Process
Data used to assess the quality of current activity and the merit of change. This data enters into all personal decisions.
Formal Training
Education
Tests
Certification
License
An individual examines his or her present condition and decides to make a change
Develop Additional Skills
Experience
Complete Job Application
Submit Resume
Take Tests
Seek Position
Hired
Job Description
Performance Standards
Begin Work
Probationary Status
On the job
Experience
Evaluation
(Optional)
Opportunity
to correct
deficiencies
Unsatisfactory
Satisfactory
On the job performance is evaluated in terms of effective service to the client rather than just performance of activities defined in job description and performance standards.
Dismiss
Continue
on the job
Evaluation
Opportunity
to correct
deficiencies
Unsatisfactory
Satisfactory
The information gained in this evaluation is used in making a variety of program decisions and final decisions are then used to modify job descriptions.
Evaluation
Unsatisfactory
Satisfactory
Continue on job
This cycle continues as determined by personnel policies
The data obtained in this evaluation cannot be used in making a personnel decision.
Dismiss

Source: Richard Mallory